



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/25/2018

Dr. David Smith
Evansville Vanderburgh Schl Corp.: #7995
951 Walnut St
Evansville, IN 47713

Dear Dr. David Smith,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Cedar Hall Comm. School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$238,739.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh School Corporation	Corp #	7995
School	Cedar Hall Community School	School #	8265
Superintendent Name	Dr. David Smith	Email	David.Smith@evsc.k12.in.us
Title I Administrator Name	Velinda Stubbs Carrie Hillyard	Email	Velinda.Stubbs@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us
Principal	Joe Schlosser	Email	Joe.Schlosser@evsc.k12.in.us
Telephone	812-435-8223		812-435-8856
SY 2018-2019 Allocation	\$238,739		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Federal Agency:	U.S. Department of Education
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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
Joe Schlosser	Principal of Cedar Hall Community School
Josh Allen	Assistant Principal of Cedar Hall Community School
Jackie Kuhn	Director of School Support
Carrie Hillyard	EVSC Chief Transformation Officer
Velinda Stubbs	EVSC Deputy Superintendent for Teaching & Learning

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana.



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The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators															
Achievement Indicators	Baseline SY 2015-2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020					
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL				
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	30.4%			32.0%	18.1%	25%		36%		38%					
Percent of students proficient on ISTEP (ELA) (3-8)	34.8%			37.0%	31.85%	39%		41%		43%					
Percent of students proficient on ISTEP (Math) (3-8)	26.1%			28.0%	27.22%	30%		32%		34%					
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	56.0%			61.0%	63%	65%	63%	67%		69%					
Leading Indicators	Baseline SY 2015-2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020					
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL				
1. Number of minutes in the School Yr. students are required to attend school	74,700			74,700	74,700	74,700	74,700	74,700		74,700					

2. Number of daily minutes of math instruction	80			80	80	80	80	80		80					
3. Number of daily minutes of ELA instruction	120			120	120	120	120	120		120					
4. Student attendance rate (must be % between 0 and 100)	95.7%			96%	95.5%	96%	94%	95%		96%					
Leading Indicators	Baseline SY 2015-2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020					
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL				
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	52			100	189	125	156	125		100					
6. Expanded Learning Time (total number of hours offered)							400 hours	400 hours							
7. Number of discipline referrals	412			400	374	370	431	415		400					
8. Discipline incidents – number of suspensions and/or expulsion	SUS-101 EXP-5			SUS-91 EXP--4	SUS-52 EXP-3	SUS-49 EXP-<5	SUS-37 EXP-- 2	SUS-35 EXP-<5	SUS-- EXP--	SUS-32 EXP-<5	SUS-- EXP--				

9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP-0- EFF--42 HEFF--4			IN--0 IMP-0- EFF-40 HEFF-6	IN--0 IMP--0 EFF--40 HEFF--5	IN--0 IMP--0 EFF-37 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--35 HEFF-10	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF-34 HEFF-11	IN-- IMP-- EFF-- HEFF--				
10. Teacher attendance rate (must be a % between 0 and 100)	94.4%			94.5%	93.7%	94.5%	87%	95%		95.5%					
11. Teacher retention rate (must be a % between 0 and 100)	78.3%			88%	86.4%	87%	84%	88%		88.5%					

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> • Grade level / content area PLCs meet daily • LSI PD has been implemented in most classrooms • Consistent monitoring/feedback cycles by academic coaches • Staff culture is supportive and progressive • Clear use and support of PBIS by adults (and students) • Strong student-teacher relationships • Social Emotional Learning Coach support for staff & students • Ongoing SEL professional development embedded into staff meetings • Instructional leaders are knowledgeable of best practices. • Comprehensive monitoring system for academic initiatives • Principal daily check-ins with academic team 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Academic standards alignment (vertical, targets, tasks, assessments) • LSI instructional techniques - would like to see more consistent use in classrooms • Consistency of classroom strategies for student ownership implemented (Kagan, balanced math, guided reading) • Alignment of curriculum and assessments to the rigor and blueprint of iLearn.
<p>Opportunities:</p> <ul style="list-style-type: none"> • Continue formalized coaching cycles to improve instruction tied to school-wide PD • Continue partnership with Learning Sciences International to strengthen Tier I instruction by ensuring the following: alignment of content to the rigor of the Indiana Academic Standards • Realign work of PLCs to match the LSI framework • Continue to use monitoring/feedback system to provide actionable feedback to improve the practice of both teachers and coaches 	<p>Threats:</p> <ul style="list-style-type: none"> • Achievement gap - students performing significantly behind national and district average in both ELA and math • Potential assessment overload - students are assessed using classroom, district, and state assessments • Constant state of flux with regard to assessments, and accountability matrix • Social and economical demographics that influence students' learning capacity

- Preconceived ideas of Cedar Hall Community School negatively impact the community perception and have at times impacted the Cedar Hall applicant pool and student enrollment. For the 2018-19 school year, 32 potential students have requested adjustment transfers out of Cedar Hall.

Projected Outcomes for SY 18-19

- Increase state assessment Math and ELA pass rates. (Performance)
- Increase the number of students who catch up, keep up, or move up on state assessments. (Growth)
- Utilize coaching structure to continue support for teachers aligned with SIP to increase cognitive complexity and student autonomy within lessons.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Support leadership team through a deep dive of existing school data including a root cause analysis to determine key school improvement strategies. Person(s) Responsible: School Leadership Team, Jackie Kuhn, DSS</p> <p>Support school leadership in the creation and execution of a school improvement plan (SIP) that includes strategies aligned to key data findings and root cause analysis, SMART goals, clearly defined action steps, short term metrics, and SMART goal monitoring. Person(s) Responsible: School Leadership Team, Jackie Kuhn, DSS</p> <p>Support principal in the creation of leadership SMART goals aligned to key levers that will ensure successful implementation of Cedar Hall's SIP. Monitor progress toward leadership goals. Person(s) Responsible: Joe Schlosser, Principal, Jackie Kuhn, DSS</p>	<p>Summer/Fall 2018</p> <p>Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p>	<p>% salary of DSS (Director of School Support)</p> <p>% salary of DSS</p> <p>% salary of DSS</p>	<p>SIP strategies will be aligned to student data and the findings of the root cause analysis.</p> <p>The DSS will use the SIP (School Improvement Plan), the school's Google monitoring system, and ongoing check-ins to ensure alignment of school's work with school's goals.</p> <p>The DSS will use the SIP, the school's Google monitoring system, and ongoing check-ins to ensure alignment of school's work, school's goals, and the principal's leadership goals.</p>

Clarify the responsibilities of Social Emotional Learning Specialist and communicate any changes to all staff. Person(s) Responsible: SEL Specialist, Joe Schlosser, Principal, Jackie Kuhn, DSS	Fall, 2018	% salary of DSS	Clarification of the responsibilities will occur during SIP planning. Any changes will be communicated to staff via email and/or faculty meetings.
Check in weekly with the principal to calibrate feedback to teachers and coaches, monitor the implementation of the school improvement plan and progress toward leadership goals, understand key priorities and current challenges and brainstorm solutions. Person(s) Responsible: Joe Schlosser, Principal, Jackie Kuhn, DSS	Ongoing SY 2018-19	% salary of DSS	The DSS will use the SIP, the school's Google monitoring system, and ongoing check-ins to ensure alignment of school's work, school's goals, and the principal's leadership goals.
Refine management tools and systems to monitor implementation of instructional techniques, feedback and coaching support provided to both teachers and mentor teachers. Person(s) Responsible: Joe Schlosser, Principal, Mentor teachers, Jackie Kuhn, DSS	Ongoing SY 2018-19	% salary of DSS	Cedar Hall will use monitoring systems and tools developed in partnership with the school instructional support team to document use of instructional techniques and feedback/coaching cycles.
Evaluate the principal using the EVSC administrator evaluation tool (twice yearly). Person Responsible: Jackie Kuhn, DSS	2x/per year Finalize in Spring 2019	% salary of DSS	EVSC Administrator Evaluation Tool
Schedule/conduct a yearly School Readiness Audit to assess school's overall performance and effectiveness based on Mass Insight's School Effectiveness Rubric. Person(s) Responsible: Jackie Kuhn, DSS, Mass Insight Education (MIE)	September, 2018	% of MIE contract % salary of DSS	SRA initial Findings and Final Report will identify school strengths and areas for refinement as well as suggested next steps for improvement.
Provide mentoring and coaching to school leadership. Person(s) Responsible: Jackie Kuhn, DSS, LSI Leadership Coach	Ongoing SY 2018-19	% of LSI contract % salary of DSS	The principal, in partnership with the DSS, will use a goal discernment protocol to determine principal leadership goals aligned to the SIP goals. These goals will be monitored through weekly

	<p>Implement RigorWalks, a collaborative onsite analysis of conditions of the school-wide environment, school leadership practices, growth mindset, professional learning community structure, implementation of formative assessment, and standards-based instruction. During each RigorWalk, a Learning Sciences expert leadership consultant will meet with the principal, his leadership team, and DSS to collect information about current processes, policies, and systems that impact leading indicators of teacher practice and student learning. The consultant will then help the principal identify baseline conditions and determine next steps for implementing support structures to impact teaching and learning. The goal of RigorWalk is to identify whether there are tightly-coupled systems in place and whether those systems are achieving results for all students.</p> <p>The DSS will be a certified RigorWalk professional at the end of two years. Person(s) Responsible: Joe Schlosser Principal, Jackie Kuhn, DSS, LSI Leadership Coach</p>	Quarterly SY 2018-19	% of LSI contract % of DSS salary	<p>principal/DSS check-ins and the LSI Action Board.</p> <p>Feedback from each RigorWalk will be used to determine next steps to improve teaching and learning.</p>
	<p>Implement school leadership coaching to build the skills to effectively monitor implementation of strategies in daily classroom practice. It is an individualized, job-embedded, focused mentoring of the school leader to recognize rigorous instruction and evidences of student learning. Led by an expert who is equipped with extensive real-world classroom experience, the principal will receive coaching and support to build expertise at connecting and extending what is already working, and support teachers as they plan and deliver rigorous,</p>	Quarterly SY 2018-19	% of LSI contract % of DSS salary	<p>Feedback from coaching sessions will be used to adjust support provided to teachers as they plan and deliver rigorous standards-based instruction.</p>

	<p>standards-based lessons.. Person(s) Responsible: Principal, Director of School Support , LSI Leadership Coach</p> <p>Implement side by side coaching for principal through observational rounds and debrief with a group of 3-4 peers and mentor. Person(s) Responsible: Joe Schlosser Principal, Jackie Kuhn, DSS, LSI Staff Developer</p> <p>Implement personalized virtual data coaching sessions prior to each professional development content day. Sessions will be data focused to assess the quality of implementation of instructional strategies and their impact on student learning. Person(s) Responsible: Joe Schlosser, Principal, Jackie Kuhn, DSS, LSI Staff Developer and/or LSI Leadership Coach</p> <p>Implement Community of Practice, a collaborative meeting for all principals in the district who are implementing LSI in their schools. Person(s) Responsible: Joe Schlosser, Principal, Jackie Kuhn, DSS, LSI Leadership Coach</p>	<p>Quarterly SY 2018-19</p> <p>Quarterly SY 2018-19</p> <p>Monthly SY 2018-19</p>	<p>% of LSI contract % of DSS salary</p> <p>% of LSI contract % of DSS salary</p> <p>% of LSI contract</p>	<p>Classroom walk-through data will be used to provide actionable feedback to teachers.</p> <p>Classroom walk-through and student performance data will be used to inform the content of upcoming professional development.</p> <p>Monthly agendas, attendance rosters</p>
Develop Teacher Effectiveness	<p>Ensure that 100% of new staff participates in New Teacher Orientation Series (a training and on-boarding process that ensures newly hired teachers have the skills, tools, and supports necessary for a successful school year) Person(s) Responsible: Principal, Director of Educator Effectiveness</p> <p>Clearly communicate school-based leadership opportunities, including opportunities on leadership team, PBIS team, PLC teams, as well as district opportunities. Person(s) Responsible: Joe Schlosser, Principal</p>	<p>August, 2018 Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p>		<p>New teacher Orientation Series attendance rosters</p> <p>Staff meeting agendas and staff newsletters</p>

	<p>Support first and second year teachers through the Cedar Hall New Teacher Mentor Program. Person(s) Responsible: Principal, Jamie Haller, teacher and Zach Waggoner, Social Emotional Learning Specialist</p> <p>Continue to conduct learning walks and observations of teachers and coaches through the EVSC evaluation and development system. Provide meaningful feedback to all teachers and coaches following formal and informal observations. Person(s) Responsible: Administrative Team, Mentor Teachers, Jackie Kuhn, DSS</p> <p>Provide PLC time for all teachers every week. Create a schedule for push-in support provided by the administrative team, mentor teachers, and the CAD support team. Person(s) Responsible: Administrative Team, Mentor Teachers, CAD Support Team</p> <p>Implement Coaching for Implementation (C4I) with teacher leaders. C4I companion coaching strengthens the implementation of professional development led by Learning Sciences through facilitation of classroom observation, feedback and coaching. Each coaching session has a similar format and supports the strategies and processes specific to the school's point of implementation of the model. Sessions highlight coaching strategies to support teachers' implementation and brainstorm next steps in improving their instructional expertise as well as their instructional leadership skills. Person(s) Responsible: Joe Schlosser, Principal, Mentor Teachers, LSI staff developer</p>	<p>Ongoing SY 2108-19</p> <p>Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p> <p>6 times SY 2018-19</p>	<p>% of SELS salary</p> <p>% of DSS salary</p> <p>% of DSS salary</p> <p>% of LSI contract</p>	<p>Session agendas and attendance rosters</p> <p>Feedback to teachers and coaches will be provided following both formal and informal observations. This feedback will be tracked in a Google form allowing all observers to follow-up on feedback given to teachers.</p> <p>PLC support schedule/monitoring document will track PLC visits and the support and/or feedback provided</p> <p>Monitoring tool</p>
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<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>Continue the partnership with Learning Sciences International to accelerate and sustain transformation and student academic growth. Cedar Hall will become an exemplar for standards-based, student-centered instruction and use of technology based tools to assess student learning in real-time.</p> <p>We will:</p> <ul style="list-style-type: none"> · Create classrooms where rigorous instruction is aligned to the standards, vertically aligned, and assessed in real-time according to performance scales. · Operate the school with a shared culture and common language of effective teaching and learning. · Sustain growth from the inside out, led by teachers who recognize that they are change agents supported by teacher leaders and administrator all doing the hard work of teaching that challenges students to think at higher levels. <p>Implement 3 cycles of PD/Monitoring/Coaching to increase rigor and engagement and develop formative assessment with monitoring within, between and across lessons.</p> <p>(See full cycle below.) Person(s) Responsible: Principal, Mentor Teachers, LSI</p> <p>3 Cycles of PD</p> <ol style="list-style-type: none"> 1. Content PD for teachers 2. 2 or 3 C4I days 3. 1 or 2 PLC support days 3. Virtual Data Coaching for Leadership Teams 5. School Leadership Coaching <p>This cycle will repeat 3 times during the year with different content during each cycle. The Virtual Data Coaching, School Leadership Coaching, and Certified Teacher Leadership Coaching will be targeted to teacher content, fidelity of implementation, and data analysis.</p>	<p>Ongoing SY 2018-19</p>	<p>% of LSI contract</p>	<p>After PD occurs, aligned instructional classroom walk-throughs will be conducted. The data will be analyzed to determine next steps in follow-up, coaching and PD.</p> <p>Rigor walks will be conducted once per quarter during the school year to determine the impact of the partnership with LSI on the following: conditions of the school-wide environment, school leadership practices, growth mindset, professional learning community structure, implementation of formative assessment, and standards-based instruction.</p>
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	<p>Cycle 1: Professional Development Focus for Teachers: Target/task alignment Mini-lesson</p> <p>Cycle 2: Professional Development for Teachers: Scaffolded Learning Team Ownership</p> <p>Cycle 3: Professional Development for Teachers: Planning Toward Rigor Student Ownership of Learning</p>			
Increase Learning Time	<p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes daily. Person Responsible(s): Joe Schlosser, Principal</p> <p>Continue to implement a master schedule that allows for student learning time in remediation, intervention and enrichment. Person Responsible(s): Joe Schlosser, Principal</p> <p>Continue to offer academically focused afterschool and summer school learning opportunities for all students. Responsible: Joe Schlosser, Principal, Summer School Staff, Barbie Sandifer, Community Outreach Coordinator, Site Coordinator</p>	<p>Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p>	<p>Summer school staff salaries, extended learning transportation</p>	<p>Copy of SY 2018-19 master schedule</p> <p>Copy of SY 2011-19 master schedule that includes time for remediation</p> <p>Registration forms and rosters from afterschool programs and summer school, classroom learning walks and observations.</p>
Create Community-Oriented Schools	Continue the work of involving families in supporting student learning at Cedar Hall including academically focused Family Days. Person(s) Responsible: Joe Schlosser, Principal, Barbie Sandifer, Community	Ongoing SY 2018-19		Schedule and description of Family Engagement Activities and attendance rosters

	<p>Outreach Coordinator</p> <p>Continue to seek and build relationships with the community that yield material resources as well as mentoring and core experiences for Cedar Hall students. Person(s) Responsible: Joe Schlosser, Principal, Barbie Sandifer, Community Outreach Coordinator</p> <p>Continue the work of the Cedar Hall Site Council to ensure community partners work with the school to support student learning by volunteering, mentoring and providing monetary resources. Person(s) Responsible: Joe Schlosser, Principal, Barbie Sandifer, Community Outreach Coordinator</p>	<p>Ongoing SY 2018-19</p> <p>Ongoing SY 2018-19</p>		<p>Site Council agendas and attendance rosters</p> <p>Site Council agendas and attendance rosters</p>
Provide Operational Flexibility	<p>Sustain the school support team model (DSS, data coach, eLearning coach and academic coach) in order to ensure the operational flexibility needed for Cedar Hall (people, time, program, and dollars). Support the expansion and scale of this model to all Central Attendance District Schools. Person(s) responsible: Jackie Kuhn, DSS, CAD support team</p> <p>Conduct a yearly audit of school readiness based upon Mass Insight's HPHP framework. Utilize audit to inform SIP and the work of the CAD support team and to provide feedback to stakeholders. Person(s) Responsible Jackie Kuhn, DSS, MIE</p>	<p>Ongoing SY 2018-19</p> <p>Once during SY 2018-19</p>	<p>% of DSS salary</p> <p>% of DSS salary % of MIE contract</p>	<p>SRA will inform and the DSS progress monitoring tool will monitor the alignment of support team work with school goals as well as the overall fidelity of the work completed.</p> <p>SRA Initial Findings and Final Report will identify school strengths and areas for refinement as well as suggested next steps for improvement.</p>
Sustain Support	Sustain the School Support Model based on the Internal Lead Partner Framework and support the work of Director of School Support/School Support Team	Ongoing SY 2018-19	% of DSS salary	EVSC Organization Chart

	Continue to support school leadership in the creation and execution of a school improvement plan that includes strategies aligned to key data findings and root cause analysis, SMART goals, clearly defined action steps, short term metrics, and SMART goal monitoring. Person(s) Responsible: School Leadership Team, Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	SIP Schoolwide Planner K-8 will be used to document root findings and the data used to support those findings. The SIP action Planner and Short Term Monitoring template will be used to record and monitor action steps.
	Sustain weekly check in with the principal to progress monitor the school improvement plan, understand key priorities and current challenges, and brainstorm solutions. Person Responsible: Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	The DSS will use the SIP progress monitoring tools to ensure the alignment of the school work to the SIP goals.
	Sustain mentoring and coaching to principal including calibration of feedback following learning walks, PLC observations, and formal observations. Person Responsible: Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	The principal and DSS will continue to use a goal discernment protocol to determine leadership goals for the principal aligned to school improvement goals. These goals will be monitored through weekly principal/DSS check-ins using Google sheets. Learning walks will also be documented in a google sheet and used to provide actionable feedback to teachers.
	Sustain the use management tools and systems to monitor support, coaching, and evaluation observations for both principal and Director of School Support. Person Responsible: Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	The DSS will use the SIP (School Improvement Plan) and progress monitoring tools developed through Google forms to ensure alignment of school work with school goals.

	Continue to conduct learning walks and observations to provide actionable feedback to teachers and coaches through the EVSC evaluation and development system. Person(s) Responsible: Administrative Team, Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	The principal and the instructional support team will continue to conduct aligned instructional classroom walk-throughs. The data will be analyzed to determine next steps in follow-up, coaching and PD.
	Continue to implement follow-up systems including monitoring and coaching cycle tools to provide ongoing support to teachers as they implement the new instructional strategies. Person(s) Responsible: Joe Schlosser, Principal, Mentor Teachers, Jackie Kuhn, DSS	Ongoing SY 2018-19	% of DSS salary	Feedback to teachers will be provided following both formal and informal observations. This feedback will be tracked in a google form allowing all observers to follow-up on feedback given to teachers.
	Continue to use student data from formative, interim, and summative assessments, universal screeners, progress monitoring, and teacher observations to inform and differentiate instruction and social/emotional support. Person(s) responsible: PLCs, CAD Support Team, RTI Committee, Mentor Teachers, SEL, SEL Team	Ongoing SY 2018-19		Teachers will provide differentiated instruction based on student mastery of standards as evidenced in lesson plans and classroom observations.
	Sustain a master schedule that maximizes time for core instruction, remediation, interventions, and enrichment and ensures that teachers have opportunities for collaboration (PLCs). Person Responsible: Joe Schlosser	Ongoing SY 2018-19		Copy of master schedule that includes time for remediation, intervention, and enrichment.
	Continue to offer academically focused afterschool and summer school learning opportunities for all students while ensuring most in need students participate. Person(s) Responsible: Joe Schlosser, Principal, Barbie Sandifer, Community Outreach Coordinator, Site Coordinator	Ongoing SY 2018-19		Registration forms and rosters from afterschool and summer programs, classroom learning walks and observations

	Continue the work of involving families in supporting student learning at Cedar Hall including academically focused Family Days. Person(s) Responsible: Barbie Sandifer, Community Outreach Coordinator, teachers	Ongoing SY 2018-19		Schedule and description of Family Engagement Activities and attendance rosters
	Sustain an active Cedar Hall Site Council to ensure community partners work with the school to support student learning by volunteering, mentoring, and providing monetary resources. Person(s) Responsible: Joe Schlosser, Principal, Barbie Sandifer, Community Outreach Coordinator	Ongoing SY 2018-19		Site Council agendas and attendance rosters

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Cedar Hall will submit a video of students working in teams using learning targets and success criteria to complete a rigorous task fully aligned to grade level Indiana Academic Standards.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



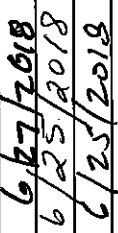
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

			Click here to enter a date.
		6/27/2018	Click here to enter a date.
		6/25/2018	Click here to enter a date.

SIG Budget

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 18,200.00	\$ -	\$ 4,412.00	\$ -	\$ -	\$ -	\$ -	\$10,241.10	\$5,000.00	\$ -	\$ 37,853.10
21000	Support Services - Student	\$ 42,735.00	\$ -	\$15,797.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,532.00
22100	Improvement of Instruction (Professional Development)	\$ 32,666.00	\$ -	\$ 6,415.50	\$ -	\$80,000.00	\$ -	\$ 9,528.00	\$ 5,212.00	\$ -	\$ -	\$133,821.50
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 93,601.00	\$ -	\$26,624.50	\$ -	\$80,000.00	\$ -	\$ 15,528.00	\$15,453.10	\$5,000.00	\$ -	\$236,206.60
Indirect Cost Rate %:		1.36	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:									-\$45,000.00
Total after deducting Property:												\$191,206.60
Total Available for Indirect Costs:												\$ 2,600.41
Amount of Indirect Cost to be used:												\$2,532.40
Grand Total After Indirect Cost:												\$238,739.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Instruction Supplies: Readers' Workshop/Balanced Math Framework- leveled libraries, manipulatives- \$10,240.29 Improvement of Instruction Supplies: professional materials for teachers including books for book study and lesson planning resources- \$5,212.00	Educational software- \$5000.00
Professional Services	Other Purchase Services (travel, communication)
LSI- \$70,000 MIE- \$10,000	Extended Learning Transportation- \$6000.00 Professional development- Six teacher leaders will attend the LSI summer Conference Building Expertise 2019: \$9,528.00.00 Registration: \$659.00 x 6= \$3954.00 Food: 4 days x 6 people x \$24.00= \$576.00 Airfare: 6 flights x \$528.00= \$3,168.00 Luggage fees: 6 people x \$50.00= \$300.00 Lodging: 3 rooms x 3 days x 170.00= \$1530.00

SIG Staffing

Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Multiple Staff	Summer School	Certified		Y	N		<p>Instructs students and facilitates their learning in accordance with corporation policies and state guidelines. Guides students in educational activities designed to promote intellectual, social, and physical growth. Teaches the essential skills that will contribute to students' development as educated and responsible adults.</p> <p>8 summer school teachers: Salary: \$1275.00 per teacher for a total of \$10,200.00</p> <p>8 summer school teachers: Benefits: \$475.00 per teacher for a total of \$3,800.00</p>
Julie Hall	Mentor Teacher	Certified		Y	N		<p>The mentor teacher will develop aligned professional development, including model lessons, based on classroom observations. The mentor teacher will help develop systems to track ongoing feedback to teachers and the implementation of that feedback. The mentor teacher will organize student performance data in an easily understandable format and conduct data chats to ensure PLCs are using data to differentiate instruction. The mentor teacher will curate needed professional development and instructional resources. The work described above will require additional hours outside of Julie's contracted commitments.</p> <p>Julie Hall: Stipend: \$5000.00 Benefits: \$907.50</p>

Zach Waggoner	Social Emotional Learning Specialist	Certified	1	N	N		<p>The Social Emotional Specialist position was established for the purpose of achieving positive social-emotional, behavioral, and executive functioning in students. The SEL specialist will support the implementation of a multi-tiered system that utilizes evidence based prevention and intervention practices grounded in applied behavior analysis and neurodevelopment. He will provide technical support, modeling and coaching for all staff, and direct support for more intensive students.</p> <p>Zachary Waggoner: Salary: \$42,735.00 Benefits: \$15,797.00</p>
Jackie Kuhn	Director of School Support	Certified	0.2	N	Y	Title 1, General Fund	<p>The Director of School Support (DSS) oversees a school support team dedicated to Central Attendance District schools, which includes Cedar Hall Community School. The DSS works in collaboration with the principal and serves as both support and accountability for the principal through leadership and academic coaching, evaluation, data support, technology services, operations, advising and oversight to increase academic achievement.</p> <p>Jackie Kuhn: Salary: \$20,706.00 (20%) Benefits: \$4,452.00 (20%)</p>
Multiple Staff	Certified Subs	Certified		Y	N		<p>Certified subs will provide coverage for Cedar Hall staff to attend LSI professional development and participate in curriculum planning days.</p> <p>100 sub days to provide coverage: \$80.00 per sub day for a total of \$8000.00 100 sub day benefits: \$612.00</p>

Multitple Staff	Cedar Hall Teachers	Certified		Y	N		<p>Cedar Hall teachers will work a day prior to the start of school to plan rigorous lessons aligned to the LSI mini-lesson framework. The PBIS committee will meet during the summer to plan PBIS implementation for the upcoming school year.</p> <p>58 teacher stipends: \$120.00 per stipend for a total of \$6960.00</p> <p>58 teacher benefits: \$18.21 per stipend for a total of \$1056.00</p>
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